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is to lead the pupil to make out the main facts for himself from the text. There are few forms in this book which a boy who knows his Attic ought not to locate readily, after a little study of the context. It would have been well to mention somewhere that the meter is hexameter, or to bring the fact to notice by a question. The terms *arsis* and *thesis* are used in the later sense, though both the school grammars have returned to the original usage.

The English of the notes is not all that might be desired. *Which*, *it* and *this* are too often used without any apparent antecedent. *E. g.*, "The accent (of *ἀπο*) is due to the position of *ἀπό* after its noun, which is called 'Anastrophe.'"

The book contains a brief account of the Homeric question, concluding with a remark which will leave the youthful reader much as it finds him: "the tendency of modern investigation is in favor of a natural and organic development for both poems." The concordance-vocabulary and word-groups are excellent features, which the book shares with the rest of this series.

F. M. BRONSON

MORGAN PARK ACADEMY

The Philosophy of School Management. By ARNOLD TOMPKINS.
Ginn & Co.

WE had occasion to re-read not long ago Professor Tompkins' *Philosophy of Teaching*, in which we were strongly reminded anew of the fact that that work was far out of the ordinary run of treatises on theory and practice. The nucleus of the work now under discussion appeared as a chapter in the first edition of the *Philosophy of Teaching*. The idea of the book is stated in the first paragraph as follows: "The school is an organic process. It is this process which is to be managed, and for which there must be a fundamental law,—a law which gives unity to the diversity of functions in the manifold parts,—the Law of Unity." This idea is carried out in all of the details of school organization and management. The first sixty-seven pages of the work are quite philosophical, the remainder much more practical and direct. The book reveals on every page, wide experience, good judgment and careful thought. Every word is a protest against Philistinism in the school. We do not see how a teacher can fail, if he or she reads the book intelligently, to be stimulated and helped. The tendency of the book is to elevate school management

from a trade to a profession. The criticism which we would make on the author's first work, mentioned above, can, we think, be fairly made on this one. In style it is too philosophical and even involved. In comparison for instance with such a work as James' *Psychology*, which certainly treats of quite as complex a subject—the style is in the ratio of advanced algebra to primary arithmetic. We should think it might be found hard reading for the majority of those for whom it is intended. Practical questions are discussed sensibly, strongly, in a way that perhaps not all will agree to, but a book with which all would agree would be a book not worth the writing. Such a sentence as this should pass into an aphorism: "If a boy is not decently switched in school by a teacher, he may have to be indecently cudged by the police after expulsion from school." The discussion of the false sense of honor, so-called, which leads a pupil to screen his fellow deserves quoting in part: "Teachers claim that it is not right for a teacher to ask a pupil to report the bad conduct of another, and they must claim this on the ground that such a course violates the pupil's proper and strong attachment to his fellow-pupil, to serve the teacher's personal gain. The teacher has inculcated the thought that the school is his school, and the pupils properly think, 'Let him take care of it; we shall not help him to manage us.'" If the pupils feel that it is their school, and that the teacher is simply to help them to make it beautiful and good, the sentiment of honor would change from the feeling of honorable conduct towards a comrade as against a teacher, to that of honorable conduct towards the school which is for the good of all his comrades."

It is hardly necessary to say more to get an idea of the spirit and scope of the work. Every teacher will be the better for reading it.

C. H. T.

A Working Manual of American History, for Teachers and Students. By WILLIAM H. MACE. C. W. Bardeen, publisher, Syracuse.

THIS is a successful combination of the topical and laboratory methods of history teaching, and is designed, as the author states in his introduction, to enable the teacher to preserve the proper relations between historical events and the ideas underlying them, and to force the pupil to inquire deeply into the significance of events and perceive in them the movement of ideas and the growth of institutions.